

KINESTHETIC LEARNING INCLUSION: TURNING YOUR CLASS INTO A HIVE OF
MOTION ACTIVITIES TO ENGAGE ESL LEARNERS

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by
Abigail E. Briones Ordóñez

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Advisor: Paula Wilder

Abstract

Demotivation in language learning has been a common problem in English classes, this broad difficulty ESL students have faced for a long time can be solved with the appropriate Kinesthetic activities. The unique feature associated with this approach has been defined in simple words “learn by doing”. The goal of this project was to develop a sense of confidence when teaching by establishing the advantages of applying kinesthetic tasks and summarizing the most valuable ones to be implemented within the lesson plans. These research findings illustrate ESL teachers with relevant concepts, theories, and activities that directly impact students’ behavior and performance. All the resources were confirmed to be available online and free to use at any time, this was particularly important to avoid rejections about using them. Additionally, a workshop was included to share and motivate teachers to use the kinesthetic exercises as frequently as possible in their lessons.

Dedication

I dedicate this thesis to my husband and daughter who always encourage me to keep pursuing my goals and become a better version of myself as well as my family who in spite of the distance they have been a constant support and motivation to achieve my objectives.

Acknowledgments

I would like to thank Dr. Michelle Plaisance for all the support and encouragement she has given me throughout my graduation studies. Her empathic attitude helped me overcome difficulties and keep working on my personal goals. A special thanks to Dr. Paula Wilder, my advisor, for her knowledge, patience, and support during the thesis writing process.

Table of contents

	Page
Title page	i
Abstract	ii
Acknowledgements	ii
Table of content	iv
Chapters	
1. Chapter One: Introduction	1
2. Chapter Two: Literature Review	5
3. Chapter Three: Project design	16
4. Chapter Four: The Project	19
5. Chapter Five: Conclusions	36
Appendices	39
References	57

CHAPTER 1: Introduction

Boredom in students' learning process affects the result of their learning experience in many different ways. According to Gibbs (1990), boredom means dissatisfaction with where people are and what they are doing. This unpleasant feeling influences the way an individual interacts with the learning process and all its elements since learners have independent styles that they use to comprehend and acquire a language. Demotivation in learning has been a wide issue to investigate, discover or in some cases redesign the processes to teach students. Knowing the difficulties that students may go through, teachers' roles have been modified lately. The roles of a teacher are the various responsibilities and activities in which teachers engage (Hughes, 2019). Sometimes this might represent too much stress for teachers who are giving their best to reach all their students' needs.

Presently, the main objective is to convince learners about their capability to go beyond their expectations when learning a new language, so boredom does not cause any negative effect on them. Encouraging students to take control over their learning, including their individual choices, decisions, and needs, may be a good opportunity for them to cope with boredom in the L2 classroom in searching and thus constructive way (Sawodniak & Kruk, 2018). This cannot be achieved unless teachers work as facilitators of the information needed to establish an appropriate method for a successful language acquisition process.

There are several approaches, techniques, or strategies that can be followed in the pursuit of aims teachers have included in their lesson plans. Each of them has been efficient and

important to achieve the lesson's objectives and to make students feel comfortable, which will increase their motivation considerably and will help the teacher to support better the language development in the classroom. The deeper the motivation for pursuing an activity, the more likely it is that the student will not accept easy answers to complex questions (Chuter, n.d.). This aspect represents a significant cycle while learning; creative teachers prepare dynamic lessons, and those lessons are put into practice, so students enjoy them, establish a connection with teachers, and that connection gives a sense of confidence, and increases motivation naturally.

In addition, the selection of the appropriate tools to be developed in the class has become fundamental when trying to achieve the best results. It is important to consider students' backgrounds and skills of course, but we cannot avoid the fact that they have their way of learning. This project presents the findings of a thorough study to establish the factors that are linked with how ESL students can be taught and motivated by applying and including kinesthetic elements within lesson plans. Thus, more adequate tools can be used properly during the process provoking the best environment to let pupils interact with the target language by experimenting by themselves.

Kinesthetic activities represent a complete set of tools for learners, and these elements positively affect the learner's attitude towards the language. Grant (1985) noted that the kinesthetic approach to teaching relies on the students' active, physical participation, allowing children to discover their education and individual capabilities (p. 455). Consequently, this project will provide an overview of concepts and some of the most efficient activities in which kinesthetic methods play a magnificent role in engaging ESL students practically and naturally. It is also an effort to demonstrate to ESL teachers the necessity to access students with a different

type of approach that has been chosen to shift learners' interest positively and eliminate boredom and monotony from the ESL classrooms.

The input process must be accompanied by the corresponding number of lively activities that support the reliability of what has been learned. However, in many cases, this is not considered by teachers. They tend to locate their lessons in a repeated format that makes pupils feel bored. This kind of situation makes students feel bored or not interested in what the teachers need to communicate. A 21st-century class must be full of innovative ideas and a variety of tasks that can help build confident knowledge and enough supportive practices.

Therefore, this project points out five engaging kinesthetic tasks and includes an adequate explanation that can highly influence learners' motivation to learn, enjoy, and get the best from them. Moreover, the information gathered and shared will give teachers additional tools to set about the challenges that a 21st century class requires. This project, therefore, is an attempt to fully understand the positive consequences that exist with the use of kinesthetic tasks in ESL classrooms. Knowing this, I have prepared a workshop for teachers to interact directly with some of these activities and demonstrate how to include kinesthetic activities in lesson plans to improve students' motivation and help them recall the knowledge learned in a lesson. The workshop includes the benefits of kinesthetic activities with students of different ages, the preparation needed for the activities' execution in a lesson plan, the information needed to adapt them in different class environments, and the necessary feedback to illustrate to teachers more supportive concepts and experiences.

The analysis and discussion of the relevance that the stages that teachers need to go through when applying kinesthetic activities are included in the process and have been prepared considering time limits and possible difficulties. There are important aspects that teachers need

to cover during a lesson that are vital for the learners' growth. The responsibility has evolved, and the challenges have been increasingly turning duties almost impossible to fulfill.

Nevertheless, constant preparation will become the strength to succeed when teaching ESL students.

CHAPTER TWO: Literature Review

This section seeks to explore the basic concepts and importance of kinesthetic activities integrated into lesson plans, and shows how students' performance improves in various features. The information gathered in this chapter contains valuable evidence that supports the idea of using this approach to enable interaction and active participation of students in the classroom. In addition, this section includes recommended activities to be included in lesson plans to achieve the best from students and help them grow confidently in their way to progress in the target language.

This project will point out the importance of kinesthetic movement. Both groups of people are the focus to implement this approach; learners, to keep them engaged and active during the lessons, and educators, to provide them with more resources to plan their classes. Furthermore, a variety of kinesthetic activities is suggested to integrate and motivate learners in the process of learning the target language.

Extensive evidence that active learning improves student outcomes has led to a remarkable interest in incorporating kinesthetic learning into the ESL classroom (Abi et al., 2019; Culp et al., 2020; Errisuris et al., 2021). Definitions of active learning are often broad in scope, for instance: “anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes” (Felder & Brent 2009, p. 2). For children, it is widely accepted that movement in the classroom promotes learning (Orlowski et al., 2013). Evidence shows that the part of the brain associated with “body learning” is linked

with cognitive processes and “Exercise, play, and activity are natural stimulants” to our circulatory and neurovascular systems (Jensen, 2000, p. 18).

When ESL learners are immersed in a favorable atmosphere in which they are free to use the target language without worrying about errors and experimenting with dynamic assignments, their self-confidence becomes their strength to continue the evolution of their skills (Watson et al., 2017; Greenfader & Brouillette, 2013; Eskildsen & Wagner, 2015). Physical activity, not only influences physical health, but also energizes the brain and enhances learning and cognitive functions. Thus, elevation, growth, and development due to physical activity shows how the brain has a clear positive effect on learning, memory, stress, anxiety, depression, and attention deficit, which are all relevant influences on students’ academic performance (Ratey, 2008; Dugger et al., 2020; Edwards, 2015; Benes et al., 2016).

The CDC (2017) has established that children need 60 minutes of daily physical activity to grow up healthy. Today, children and teenagers are more sedentary than ever before, due to increased screen time. With students spending up to eight hours a day at school, teachers have a major role to play in addressing this concern and ensuring students get more physical activity (Kreider, 2019). Movement during the school day, not only results in immediate physical and mental benefits, but it also creates a foundation for valuing physical activity throughout life (Popesca et al., 2018; Ratey, 2008; Glapa, 2018).

Kinesthetic teaching then encourages ESL students to participate actively in the activities that teachers include in their lesson plans. Movement education encourages individual creativity and emphasizes learning to modify and adapt movements to accomplish different goals (Wuest & Bucher, 2003; Chisholm & Spencer, 2017; Chan et al., 2016; Errisuriz et al., 2021; Eskildsen & Wagner, 2015). Brady et al., (2017) reported that research studies support that participating in

physically active classroom lessons may improve students' understanding of classroom content to assist students in long-term retention. In addition to long-term improvements in academic attainment, integrating movement may help students who struggle with academic content. The following are pedagogical strategies that may be considered when planning lessons that involve a kinesthetic approach.

Pedagogical Strategies

Brain breaks.

Vander (2020) defined brain breaks as short, simple breaks from learning that can be implemented within the classroom as developmentally appropriate practice providing students with activities that are good for their development and learning age. Kreider (2019) explained that a beneficial, easy-to-implement strategy for adding movement into the elementary classroom is mini-breaks (also called activity breaks or brain breaks). These short breaks energize their bodies and minds through a quick movement activity done in the classroom. Teachers may implement breaks in different moments of the lessons through the day, perhaps more with the youngest scholars (Popesca et al., 2018; Dorling & Jones, 2021; Glapa, 2018).

Weslake and Christian (2015) suggested that one way that physical activity can be incorporated into the classroom is with brain breaks, which are simple transitional physical and psychological exercises, intended to provide the teacher with tools to manage the functioning and focus of the class and to keep children in the most approachable state for learning. Perera et al., (2015) explained that brain breaks offer a variety of segments that emphasize different types of physical activities and address different physical and sensory needs of students. There are three

basic categories of brain breaks: physical activity breaks, relaxation and breathing breaks, and content-related breaks (Weslake & Christian, 2015).

Role plays/dramatization.

Schools represent a convenient environment where children focus on physical activity and exposure to embody active role models. Although teachers are challenged to meet all expectations, some teachers regularly highlight physical activity in their classrooms (Foran et al., 2017). Even though there are circumstances and conditions to consider when promoting physical activity in the classroom, there are different strategies and resources teachers may use and plan for their students in the ESL classroom. There is strong evidence that movement and learning are deeply interlinked supporting effective cognitive functioning and thinking. The link between movement and learning constitutes a new pedagogical paradigm in the contemporary field of language learning and specifically in the area of embodied pedagogy and learning (Kosmas & Zaphiris, 2020).

Greenfather and Brouillete (2013) claimed that dramatization helps students to understand the plot of a story and the feelings of the characters, even if they do not initially comprehend all of the words in a text. Therefore, when learning languages, children may dramatize stories; they may build a stronger and more direct pathway from the decontextualized language on the page to comprehension of what the words mean, creating a transactional interaction in which they are able to understand the target language in the four skills, reading speaking, listening and writing. Role playing allows students to practice the language they are learning in contexts curated by their teachers, in which eventually they will realize that they understand the vocabulary and all the sociolinguistic aspects of communication and interaction.

Having fed the make-believe situation into their knowledge base, children arrive at feelings and utterances appropriate for that role. By fully engaging their imaginations, children may increase their ability to mentally simulate the events, characters, and nuances of a story. Eventually, as the children become better able to project themselves into the make-believe world of the story, they may reach a point where dramatization may no longer be needed to facilitate comprehension. (Greenfather & Brouillete, 2013, p. 173).

Alternately, kinesthetic activities may be contextualized through movement integration, which is a term used to refer to any level of physical activity included into normal classroom time, including academic lessons incorporating physical activity breaks, and physical activities in general during transition periods to help students align their health with their cognitive, social, and emotional development (Brady et al., 2017). Studies reported that there are more positive reasons to support kinesthetic activities in the classroom rather than negative factors that would not be convenient for teachers or students (Dorling Mwaanga & Jones, 2021).

Total Physical Response.

Total physical response (TPR) is a language teaching method that was developed in the 1970s by American psychologist James Asher, a professor at San Jose State University, California. Among several approaches to teaching and learning a foreign language, Total Physical Response, or TPR, simulates the way children naturally acquire their mother tongue. Instructors give commands to students in the new language, and students respond through gestures (Al Harrasi, 2014) this could be implemented with songs, charades, dramatizations, guessing games, among others.

Games

Card Games.

Creating and using a set of original cards to facilitate an activity can encourage critical thinking in a tactile manner with either individuals or groups. Card games can be on a variety of topics, the limit is your imagination. Teachers could create a deck of citation parts, the peer-review process, or the information cycle and have students arrange the elements correctly. (Chisholm & Brett, 2017).

Simon says and Boolean Simon Says.

Strommen (1973) explained how Simon Says is played by having a leader name and perform a series of simple motor actions such as “touch your nose,” or “hands up.” Whether or not the child is to perform the action is contingent on whether the leader prefaces his instruction by saying Simon Says.

Adding a kinesthetic approach to teaching Boolean digital operators is also helpful. Boolean Simon Says requires no materials, essentially using your students as human search results in their physical and personal characteristics as metadata. For example, ask students: “Stand if you are a student.” “Remain standing if you are a student and if you are wearing glasses.” Continue with several characteristics and “reset” the game for each operator to demonstrate how that operator affects searches (Chisholm & Brett, 2017).

Sing and Dance Songs.

Howard Gardner (1983) proposed eight types of intelligence: verbal-linguistic, logical-mathematical, musical-rhythmic, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. Palmer (2001) showed that music not only directly stimulates musical intelligence, or the ability to perceive and create patterns of pitch and rhythm but also can directly affect the remaining seven intelligences. It is another way of viewing the whole child. "Music and movement, with its rich combination of rhythm, melody, lyric, motion, and group interaction, touch each of these areas" (Palmer, 2001, p. 14). Investigations show that children love singing songs, saying chants in rhythm, repeating phrases that rhyme, moving to the rhythm, clapping their hands, tapping their feet, and dancing to the beat, that is why it may be meaningful to use it in the language classroom (Shin, 2017; Lems, 2008; Paquette & Rieg, 2008; Palmer, 2001).

Music can transform classrooms; they can be enjoyable and constructive learning environments in which children thrive; emotionally, socially, and academically (Paquette, 2008). Stimulating musical opportunities and significant learning experiences can be implemented to support diverse learners through the incorporation of music and song in the lesson plans that promote movement and interaction.

There are some considerations to take into account before teachers use a song in a lesson:

1. Song lyrics should be clear and loud, not submerged in the instrumental music;
2. The vocabulary load for the song should be appropriate to the class level;

3. The song should be pre-screened for questionable content, especially rap songs many of which contain references to violence against women, drug use, and fighting;
4. When possible, the song should be able to be found on CD or in some other format.

(Lems, 2002, p. 8)

Paquette and Rieg (2008) elucidated that music can be naturally integrated throughout all curricular areas to develop and to extend vocabulary and comprehension skills.

Consequently, using music in the language classroom may be considered to teach terminology in the target language along with movement and sociolinguistic interaction surrounded by rhythm and fun.

Letter Reversal.

Letter and number reversal phenomena occur in school learners' manual encoding tasks such as writing, and/or visual receptive tasks when symbols are not recognized in the correct spatial arrangement (Massengill & Stewart, 2006; Lachman, 2017). Since academic performance is measured in terms of the quality of the learner's written work, handwriting difficulties identified as letter reversals may be associated with language discrepancies when learners who confuse letters such as "b" and "d" have phoneme association difficulties rather than visual perceptual difficulties. To address this phenomenon, some strategic activities such as singing songs, playing games, role playing, and dancing, may be incorporated in the lesson plans to support students in this area.

Pass the Ball.

Sari and Amri (2016) concluded in their research that game has power that can be included in the language class. Students who play games to learn a language are given a fun way to embrace content. Moreover, such rewards motivate them to win the game while learning, which is a win/win situation. The stages of the Pass the Ball game are preparation, application, and closing. In order to get everything ready, the teacher organizes the material that every student needs to play the game; cards, balls, music, etc. After the session, the teacher divides the students into groups depending on the number of students in the class. They stand in a circle while the teacher or a leader stands in the middle to give commands to start the game. For the closing, the teacher and students discuss the difficulty they found while playing the game. Thus, the teacher can overcome every problem and it becomes an understanding toward the lesson. The teacher could give an additional assignment for students to write down the name of vocabulary used while playing the game. Students should be able to add more examples of the content vocabulary. This section can strengthen students' understanding of the overall lesson (Sari & Amri, 2016).

Fly Swatter.

Learners of the English language have to master the four skills of reading, listening, speaking, and writing. Learners also have to be taught about other language components, such as vocabulary, to support language skill development. Vocabulary is considered as the center of language, and it should be one of the first points of focus when teaching the English language (Saputra and Hadi, 2019).

The fly swatter activity may benefit vocabulary teaching as long as pedagogical objectives are considered. According to Nation (2013), there are six principles in teaching vocabulary to learners that teachers should consider before adapting any activity or strategy:

- a. Simple and clear. Do not explain to them complicated details.
- b. Make relatable examples of the present teaching and to the past knowledge by showing them patterns.
- c. Teach them using oral and written (write it on the whiteboard as the teacher explains).
- d. Pay attention more to words students hardly know.
- e. Tell the students if the words are important and going to be used in the future.
- f. Don't bring up other unknown words of synonyms or opposites.

Saputra and Hadi (2019) explicated that Playing the Fly Swatter Game in the classroom needs preparation and procedure. Each step is presented below:

“Material, the first thing that should be considered by the teacher is to prepare materials. The teacher prepares a lesson plan for the activity of the Fly Swatter game. The lesson plan is an important thing as a guide for the teacher in teaching the students. Before the game begins, the teacher explains to the students how to play the game using Fly Swatter, then the teacher explains the topic they have learned before. The teacher should prepare the media and the resources to teach and play the game: Fly Swatter, texts/questions, and some words written on the whiteboard. Media. After the teacher chooses the material, then the teacher should prepare the whiteboard as the place for the answers. The teacher can also use an LCD projector as the teaching tool. The teacher uses whiteboards to place the words. The teacher should make sure that the words on the whiteboard can be seen by the students, so it can make the students easy to find the answer or the word. Besides, the

teacher also needs to prepare markers and fly swatters for students to hit the words (the answer is on the whiteboard)” (Saputra & Hadi, 2019, p. 19).

Educators may use ludic activities in teaching. Games can make students more interested to appreciate learning the target language rather than worrying about the unfamiliar elements of the language. The fly swatter game could bring movement and excitement to the language classroom, getting every student involved in learning the content, while interacting in an engaging atmosphere.

Conclusion

“All children, especially young children love to move and play.” (Uhrich & McHale-Small, M., 2002, p. 119). Therefore, teachers may consider these two characteristics of children to activate mind and body while learning and socializing, keeping them moving while having fun. This research paper aims to provide scientific evidence of the benefits of engaging activities for ESL learners, based on kinesthetic inclusive activities in an environment of movement and sociolinguistic interaction. Moreover, evidence of how students’ performance improves in various features when using engaging kinesthetic activities in the ESL class is presented in the body of this chapter. The information gathered contains reliable evidence that supports the idea of using this approach to enable interaction and active participation of students in the classroom. Additionally, some activities are suggested to be included in lesson plans aligned with the standards of ESL class curriculum, to support students to gain confidence in their path to master the target language.

CHAPTER 3: Project Design

The purpose of this project is to influence and motivate teachers to adopt kinesthetic activities giving them a complete explanation of how body movement can play an important role in the learning process. The elaboration of this workshop provides educators with several activities for incorporating kinesthetic activities in their lesson plans. Educators' duties also include guiding and advising pupils in educational institutions, providing them the corresponding training (Lai-Yeung, 2013). Teachers will benefit from the appropriate guidance they will receive during the training session in which they will focus on the correct development of those activities to incorporate the selected tasks into their daily lessons. By the same token, this workshop allows participants to evaluate the effectiveness of the tasks presented so they will be able to use their creativity to adapt them to their own needs.

Kinesthetic demands action, touching, moving, acting, singing, or even playing. It is an inclusive approach that offers opportunities to everyone in the ESL class to find comfort within the lesson while learning something new or reviewing something studied before. This can be convenient for teachers who help students with learning problems in other subjects. Additionally, "students with learning disabilities, in particular, often receive their labels because of difficulty with linguistic or mathematical tasks" (Skoning, 2008, p. 3). Then kinesthetic can be used to, not only teach new concepts, but also to revise the ones that have been taught before. Also, teachers can be inspired to consider moving tasks to reinforce the content previously studied and practiced, allowing students to apply concepts and demonstrate the abilities acquired. Therefore,

the necessity for a space in which teachers can review concepts and manipulate the kinesthetic activities before they apply them in a lesson increases the relevance of providing them this workshop as a vital element of their preparation.

In addition, kinesthetic refers to a specific style of learning, which is part of the main learning styles students need to be engaged with the information teachers transmit to them and how they internalize that content. The learning process happens on the move; pupils activate parts of their bodies to experiment with the material teachers provide by following their instructions accurately. Additionally, kinesthetic makes learning more accessible for students who tend to be excluded from participating in class and facilitates knowledge acquisition to those considered tactile learners. Teachers' visualization of these issues is crucial during their preparation to determine the appropriate attitudes they need to adopt towards students.

Educators need to recognize that students learn best with activities in which they have to perform something, create, or simply move from one place to another. These types of tasks help them to retain information, manipulate the content they receive, follow instructions naturally while moving and learning, creating a sensation of confidence and comfort. The dynamic tasks they can encounter during class time will enable them to activate that kinesthetic intelligence they might have not discovered or performed yet. Likewise, teachers will feel the same benefits while participating in this workshop full of activities that involve movement or any active participation.

To introduce the information, teachers receive a brief explanation of the importance of including kinesthetic activities in their lesson plans. This allows them to observe how some of the most frequent tasks are applied in ESL classrooms. Short videos of teachers and students working with kinesthetic assignments in a lesson will be included to influence educators to use

them. Thus, the workshop will provide reliable information to guide teachers to appropriately select the activities and develop them accurately, so they can feel confident to use more kinesthetic tasks progressively and more frequently. This does not only mean filling a space in the training room, but it also represents an opportunity to observe the class from the students' perception, feeling what they might feel when working out all the assignments to produce knowledge.

In conclusion, it is important to mention that this training session includes sample activities, such as Letter Reversal, Role Plays, Charades, Fly Swat, and Pass the Ball providing all details available to support their effectiveness in the learning process. Moreover, the videos selected will illustrate the processes and establish a model to follow when working with those activities, this can activate teachers' interests on the topic that surely motivate them to be part of further activities during the workshop. Consequently, the knowledge teachers need to transmit to students will become the strength in their growth for learning and more specifically to inspire them to be an active part of their learning journey.

CHAPTER 4: The Project

The present project is the design of a training workshop session to provide ESL teachers with five useful kinesthetic activities that can be included in their lesson plans. Including these activities, additional material will be provided as supportive tools to motivate an appropriate classroom environment in which students' interest is also considered as part of their instruction. The goal of this session is to let teachers interact actively with easy kinesthetic activities they can include in their daily ESL lessons to enhance language learning and improve students' motivation. All the activities have been thought to be performed in face-to-face and remote learning styles to have all kinds of classes enjoy movement no matter if they are learning at school or home. A very important part of the session will be the final wrap-up activity where teachers will be able to use this space to share their own experience with kinesthetic activities and give recommendations about how they can adopt these 5 activities proposed or implement new ones to English lessons. The workshop is planned to be 100% interactive and audience participation will be highly encouraged to get a mutual free exchange of ideas and teaching strategies. This is particularly important to explore teachers' perceptions of the main topic of the session. The name of the workshop is Kinesthetic Learning Inclusion: Turning Your Class into a Hive of Motion Activities to Engage ESL Learners (Figure 4.1. See also Appendix A, Slide #1)



Figure 4.1: Topic of the training session

As a first step, teachers will be asked to register in the workshop by providing information regarding their names, phone number, and e-mail (Figure 4.2). Additionally, there will be a section in which participants will be able to share their recommendations for further sessions.

REGISTER

REGISTRATION FORM
PLEASE FILL IN THE FORM BELOW

Full Name *

First Name Last Name

Phone Number *

Area Code Phone Number

E-mail *
ex: myname@example.com
example@example.com

Suggestions or topics you would like to be included in the workshop?
Type here...

SUBMIT

Figure 4.2: Registration form

The workshop will start with a brief overview of what topics will be analyzed and discussed during the workshop (Figure 4.3. See also Appendix A, Slide #2). The development of the activities will be supported by a PowerPoint presentation to offer visuals to the program. The workshop consists of two sessions separated by a break and snack time. In the first session of the workshop, teachers will analyze relevant concepts that support the use of kinesthetic skills during a lesson. In the second session, teachers will focus on the kinesthetic activities they can use in their classrooms to motivate their students through engaging activities that will be shown and experienced by the teachers present in the workshop.

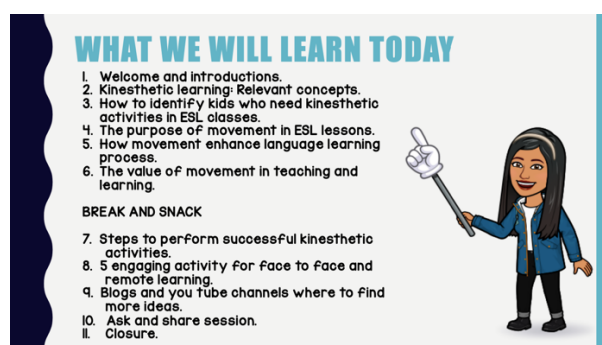


Figure 4.3: Workshop overview

As an introduction to the workshop, teachers will start the discussion by talking about their previous past experiences as students. I will brainstorm with the teachers about the most memorable lesson and will guide teachers to identify kinesthetic activities present during that lesson and express if this activity contributed to the success of the lesson (Figure 4.4. See also Appendix A, Slide #3). This is particularly important to explore teachers' experience with kinesthetic activities.



Figure 4.4: Brainstorm activity

First stage: Relevant concepts

In the first part of the workshop, I will indicate two relevant concepts proposed by Jean Piaget (1936), a well-known psychologist recognized by their theory of cognitive development (Figure 4.5. See also Appendix A, Slide #4) and Feldman and McPhee (2007), two important authors who researched about the science of learning and claimed kinesthetic learning is gaining recognition because this approach reaches students' needs. (Figure 4.6. See also Appendix A, Slide #5). These concepts will be a good introduction to encourage discussion.

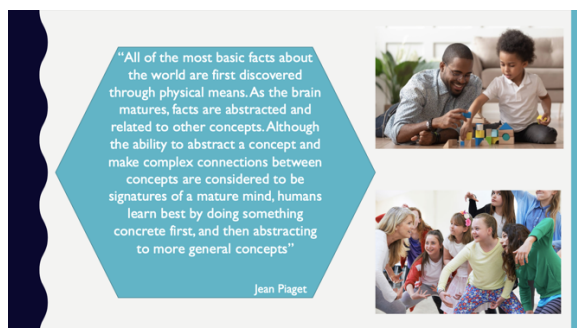


Figure 4.5: Relevant concepts: Jean Piaget

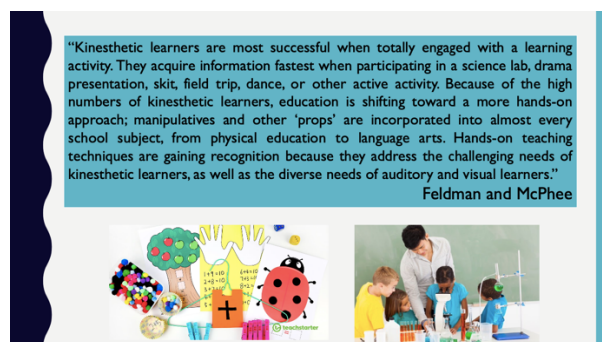


Figure 4.6: Relevant concepts: Feldman and McPhee

Next, the focus is placed on the students who need kinesthetic activities. Characteristics based on the student's behavior will be displayed to have teachers think about their population of students and realize how big or small it is. According to Lengel and Kuczala (2010), children who express high levels of distractions and constantly play or fidget with school materials are the ones who need kinesthetic activities the most, which is a considerable number of students during the first stages of learning in children (Figure 4.7. See also Appendix A, Slide #6).



Figure 4.7: Kids who need kinesthetic activities

The next concept to be discussed will be the purposes of movement in ESL lessons (Figure 4.8. See also Appendix A, Slide #7). According to Lengel and Kuczala (2010) movement plays an important role in learning. It helps to establish a safe and supportive environment in

classrooms while preparing the brain, providing brain breaks, supporting exercise and fitness, developing class cohesion between students, helping teachers to review class content, and supporting teachers to teach new content. The analysis of these reasons will encourage teachers to think out of the box when it comes to thinking about including movement in their lessons.

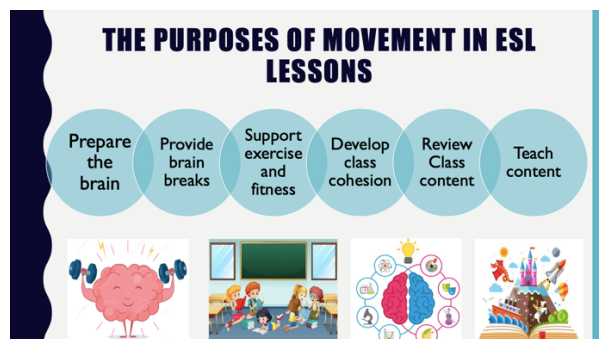


Figure 4.8: Purposes of movement

Following the purposes of movement, I will discuss why movement enhances the learning process. Lengel et al. (2010) pointed out six reasons how kinesthetic activities support the teaching process; these reasons will be analyzed to help teachers understand how beneficial the movement is in the learning process. A graphic organizer will be displayed to show ideas more appealing and easier to understand (Figure 4.9. See also Appendix A, Slide #8).

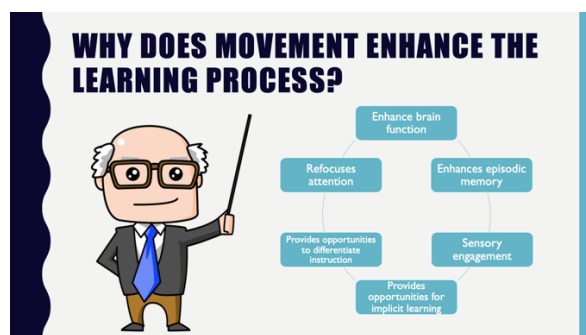


Figure 4.9: How movement enhances learning

Finally, to highlight the value of movement in teaching and learning I will play a TED talk video where Michael Kuczala explains more reasons why movement is a great addition to

having a successful teaching and learning process (Figure 4.10. See also Appendix A, Slide #9).

After, the video teachers will share their opinions and ideas if they agree or disagree with the information shared. This is the final stage of the first session after this point teachers will have a 30 min break to rest and eat a snack.



Figure 4.10: Video “The value of movement in teaching and learning”

Second stage: Five engaging kinesthetic activities to enhance ESL lessons.

To start the second part of the workshop I will briefly review some key points about kinesthetic learning and will encourage teachers to discuss how they can implement these engaging activities in their daily ESL lessons. I will display a graphic organizer to show the five steps every teacher should consider before planning kinesthetic activities (Figure 4.11. See also Appendix A, Slide #11). Rules and expectations will be the most important step, which will be highlighted as an essential part to engaging lessons without losing classroom management. (Lengel et al. 2010)



Figure 4.11: Ingredients for a successful kinesthetic activity

Teachers will be led through a discussion about five practical ideas as examples. These ideas will be used to explain how kinesthetic activities work and to understand the benefits that teachers achieve when applying the kinesthetic approach. These five activities are the core of the workshop prepared, and they will be described in detail. As an addition to the main activity, some ideas will be provided to implement variations and adapt them to the necessities of their own groups. All the activities have been thought to be developed in face-to-face and remote learning. This part also includes videos to show in detail what the teacher and students will be doing during the activity to reinforce the idea shared. The first idea is letter reversal (Figure 4.12. See also Appendix A, Slide #13).

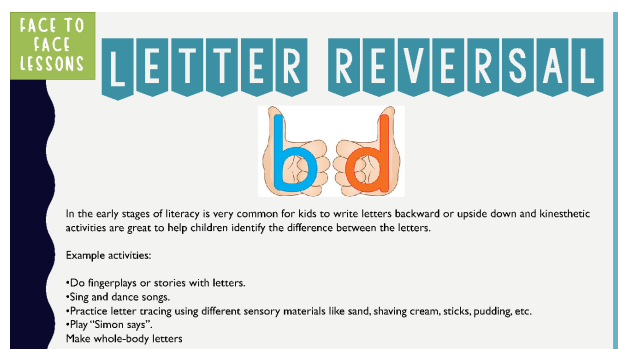


Figure 4.12: Letter reversal: concept

After the basic concepts about this activity, some short videos of the activity and their adaptations will be shared. The first video is about how teachers can use songs and body movements to help students understand more about letters (Figure 4.13. See also Appendix A, Slide #14). In the second video, I will show another adaptation to this activity in which teachers can use fingerplays with hand tattoos to play letter reversal with students (Figure 4.14. See also Appendix A, Slide #15). In the last video, teachers will watch another example activity on how they can perform letter reversal games in remote lessons (Figure 4.15. See also Appendix A, Slide #16)



Figure 4.13: Letter reversal: video instructions for activity with songs



Figure 4.14: Letter reversal: video instructions for activity with fingerplays



Figure 4.15: Letter reversal: video instructions for remote lessons

The second activity is “Roleplays.” (Figure 4.16. See also Appendix A, Slide #17). The explanation of this activity will be simple and supported by pictures and videos where teachers will be able to see this activity in action (Figure 4.17. See also Appendix A, Slide #18). Here a personal experience will also be shared. When planning role-plays activity, a good addition to the main activity is to complement the dialogue performance by having kids create details they can wear or use during the presentations. For example, to do a role-play restaurant, teachers can have students create the theme and name of their restaurants, create menus, or have them wear special clothes to represent a special character they want. Photos displayed in the workshop for this activity are from one developed in a language class at Harnett Primary (Figure 4.18. See also Appendix A, Slide #19).



Figure 4.16: Role plays: concept



Figure 4.17: Role plays: video instructions for activity using dialogues prompts.

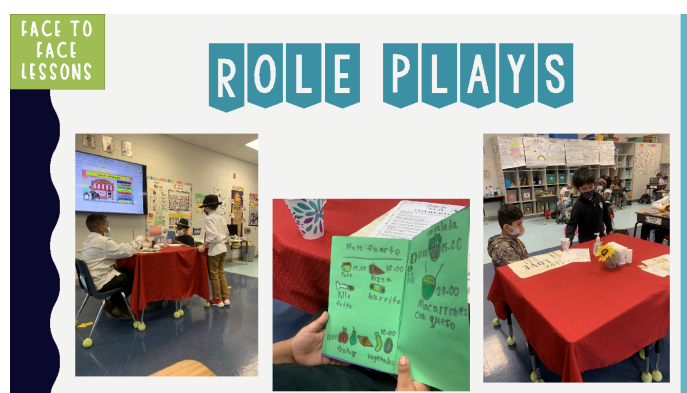


Figure 4.18: Role plays: ideas for face-to-face lessons.

The next activity is “Charades.” (Figure 4.19. See also Appendix A, Slide #20). This is a very fun and engaging activity teachers will experience in the workshop. After a brief explanation and the display of some videos about the activity, assistants will be divided into groups of six people, and they will play charades with names of movies. Each team will choose the member who will do the mimics, and the rest of the group will have to guess the name of the movie before time ends (Figure 4.20. See also Appendix A, Slide #21). After the game finishes winners will be awarded, and teachers will be asked to share their opinion about how they felt playing the game.

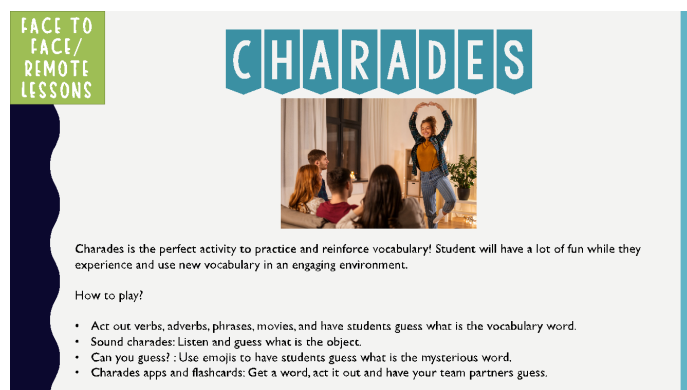


Figure 4.19: Charades: concept



Figure 4.20: Charades: video instructions for activity in face-to-face lessons

Charades is a versatile kinesthetic activity that can be played in many different ways. I will show other ways to play the game for remote classes (Figure 4.21. See also Appendix A, Slide #22). In some of these, students can easily act out vocabulary words previously selected by the teacher, or they can listen to audios to guess what the object or word is. Another variation is having students watch videos with emojis to guess words or phrases, which is a perfect activity to teach compound words and dialogue phrases (Figure 4.22. See also Appendix A, Slide #23).

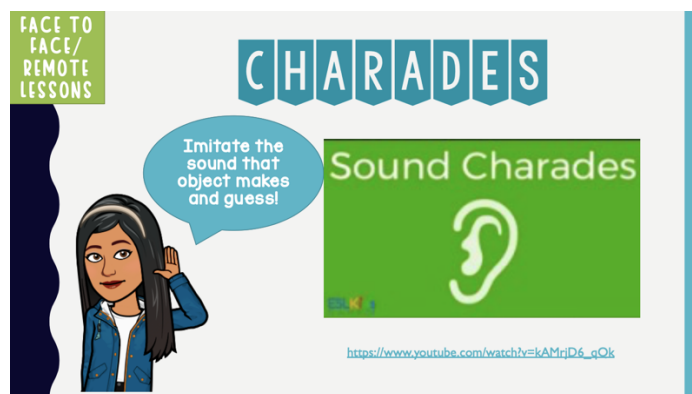


Figure 4.21: Charades: video instructions for activity in remote lessons with sounds



Figure 4.22: Charades: video instructions for activity in remote lessons with videos

The fourth activity is “The Flyswatter game.” (Figure 4.23. See also Appendix A, Slide #24). Here, teachers will be introduced to a fun activity they can do to teach and review vocabulary. After concepts will be shared, teachers will receive suggestions on how to play this activity in face-to-face lessons (Figure 4.24. See also Appendix A, Slide #25). This is an activity where movement is the main component, so it is recommended to prepare the space in advance where the activity will be performed to make sure students will be able to move freely during the game. Videos will be played to help teachers understand how to perform this activity in their lessons (Figure 4.25. See also Appendix A, Slide #26).

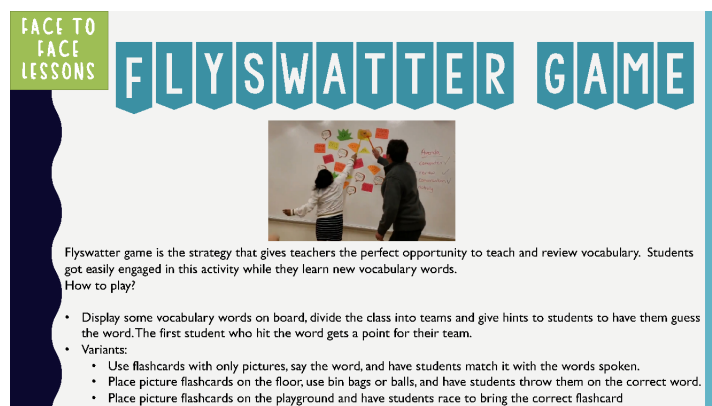


Figure 4.23: Flyswatter game: concept and recommendations



Figure 4.24: Flyswatter game: video instructions for face-to-face lessons



Figure 4.25: Flyswatter game: video instructions with races

The final activity to be presented will be “pass the ball” (Figure 4.26. See also Appendix A, Slide #27). This is a fun and easy activity to warm up or wrap up ESL lessons that can be performed without any planning. The presentation of this activity will be introduced using videos to help teachers get a visual idea of how to implement this activity (Figure 4.27. See also Appendix A, Slide #28). A version for remote classes will be also explained to support educators to use movement in all kinds of environments (Figure 4.28. See also Appendix A, Slide #29) I will introduce the activity and then will use a beach ball to ask questions about what the participants liked the most about the workshop and how they will implement these ideas in their classrooms. This will be the final participation activity.

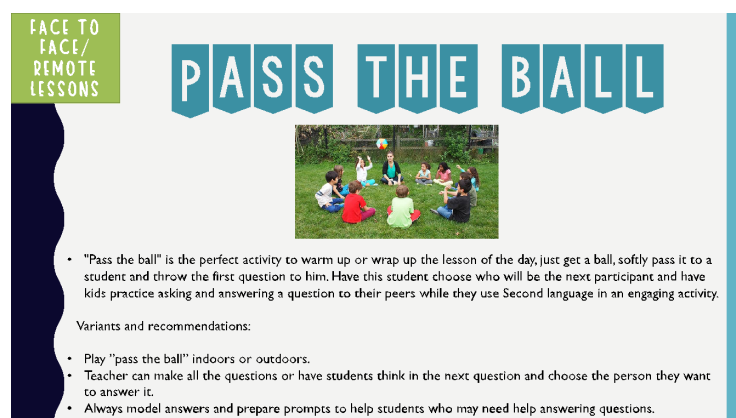


Figure 4.26: Pass the ball game: concept and recommendations

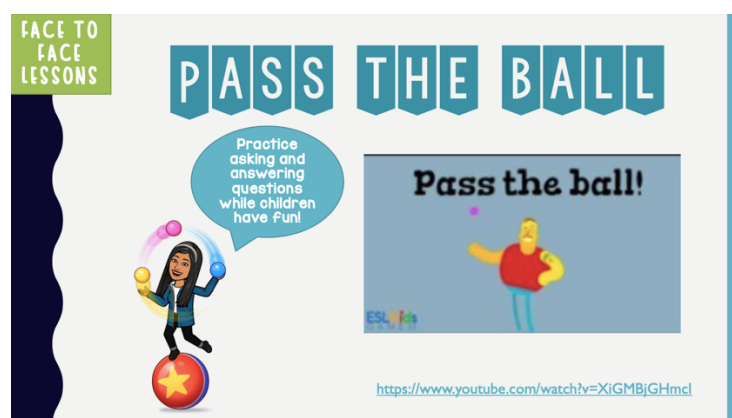


Figure 4.27: Pass the ball game: video instructions with questions and answers

The following stage of the workshop is to provide teachers with information about where they can find more kinesthetic ideas to be included in their lessons (Figure 4.29. See also Appendix A, Slide #30). Several blogs and YouTube channels will be introduced. Some videos offer the opportunity to watch the activities in action with the hope that participating in and seeing activities will help the teachers have more confidence when they implement kinesthetic activities in remote lessons too (Figure 4.30. See also Appendix A, Slide #31) A flyer with this website will be handed to teachers to be taken home with them.

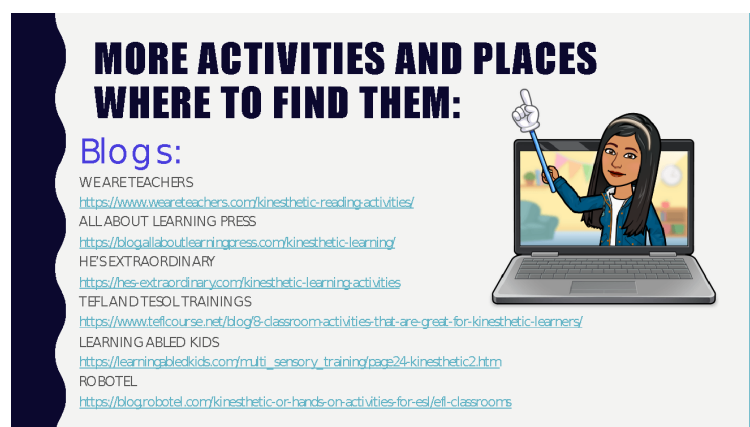


Figure 4.29: Blogs to find kinesthetic activities



Figure 4.30: Youtube channels to find kinesthetic activities

In conclusion of the workshop, I will offer the opportunity to ask questions about the information presented and share ideas teachers may have about kinesthetic activities they have used in the past (Figure 4.31. See also Appendix A, Slide #32)



Figure 4.31: Wrap up: Questions and sharing ideas

Chapter Five: Conclusion

The development of this project has given me a clear perception of my role as a teacher. It helped me analyze the processes I need to follow before elaborating a lesson and the details I need to attend to during a lesson. After investigating how kinesthetic activities influence learners, I have increased my awareness about students' needs when learning a language. It has also led me to understand that teaching can be a challenge. Thus, I have discovered that teachers' responsibilities, are not only focused on what to teach, but how to teach.

Through this marvelous experience, I have studied a wide variety of concepts and theories regarding the importance of applying kinesthetic tasks. I have learned that not all students learn in the same way and that their differences should be considered to include the appropriate resources. The inclusion of adapted material to help students participate actively in every class will facilitate the connection between their needs and the language they are learning. Nevertheless, it has been necessary for me to review and prepare this work to support the idea of considering kinesthetic learners inside the ESL classroom.

I believe that the elaboration of this project can persuade ESL teachers and language academies to apply some of the activities that have been presented. The content included has covered many aspects surrounding the learning process that students follow to acquire a new language, theories about the effectiveness of kinesthetic tasks, and some sample activities that can be applied in a simple way by teachers. I expect ESL teachers involved in the workshop can feel motivated to redesign their lessons by including some of the activities recommended. I

believe that this workshop session can help them increase their experience towards the improvement of their professionalism.

Teachers' work is never done, so it might be important to expand this work and discover more relevant information that can help teachers define better tools or activities to approach their students. Additionally, educational institutions should design spaces in which teachers can be trained in the use of the different strategies available that they can apply in their lessons. After the investigation, I have realized that there are many benefits to applying kinesthetic tasks in ESL classrooms. Students tend to feel motivated to learn and participate in all the tasks freely and confidently. This participation also helps teachers manage their groups in a better way by creating a comfortable atmosphere in which all members interact and grow.

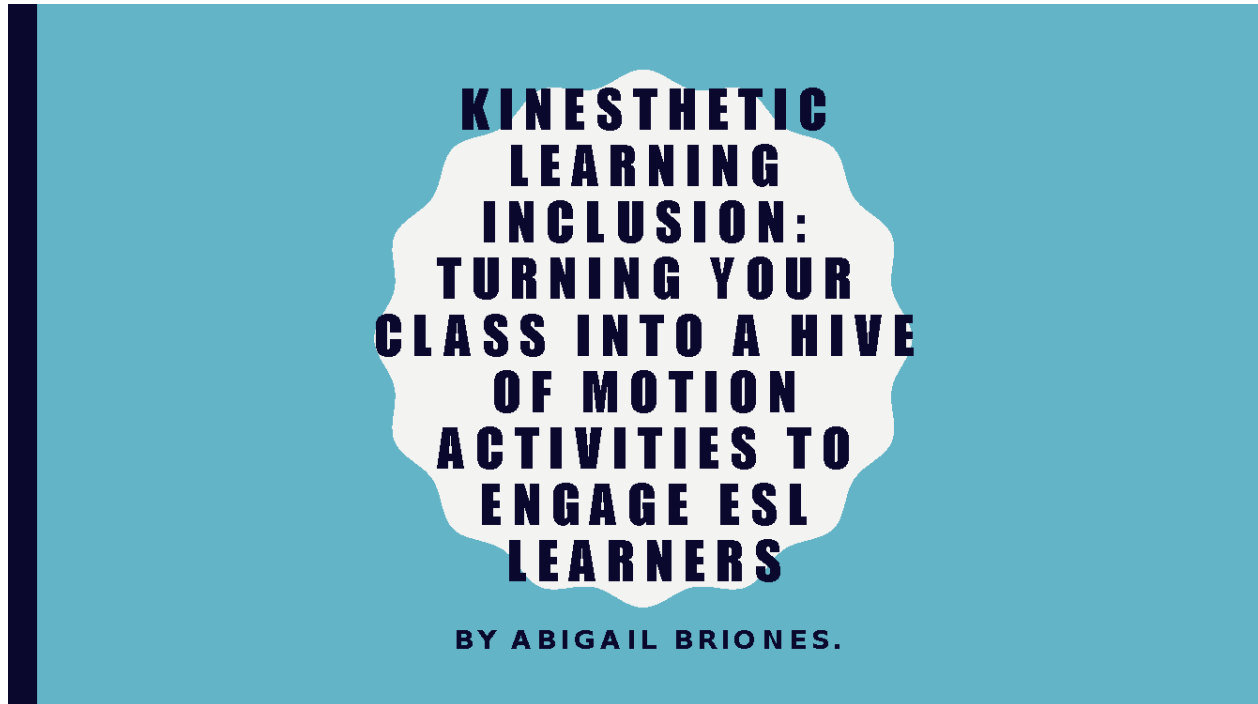
Teachers work hard to achieve their objectives under the different circumstances that a school year brings. It is a challenge for them to satisfy every member of the educational community and fulfill all the duties they are responsible for. If they do not receive the necessary preparation, the difficulties might interrupt the process they need to follow. Therefore, giving them the opportunity to explore some kinesthetic tools to improve their lessons or manage their groups appropriately will represent an important element to ease their workloads.

This project is only a one effort to contribute to the improvement of instruction for ESL learners and to make their teachers' roles more effective. Going deeply inside other strategies, methods, or approaches will benefit the process of learning. Consequently, teachers will count on more resources to make their work more interesting and enjoyable for students who are willing to learn a foreign language. I hope that the recommendations stated in this project increase teachers' interest to make their ESL classrooms a place where motivation is produced by making

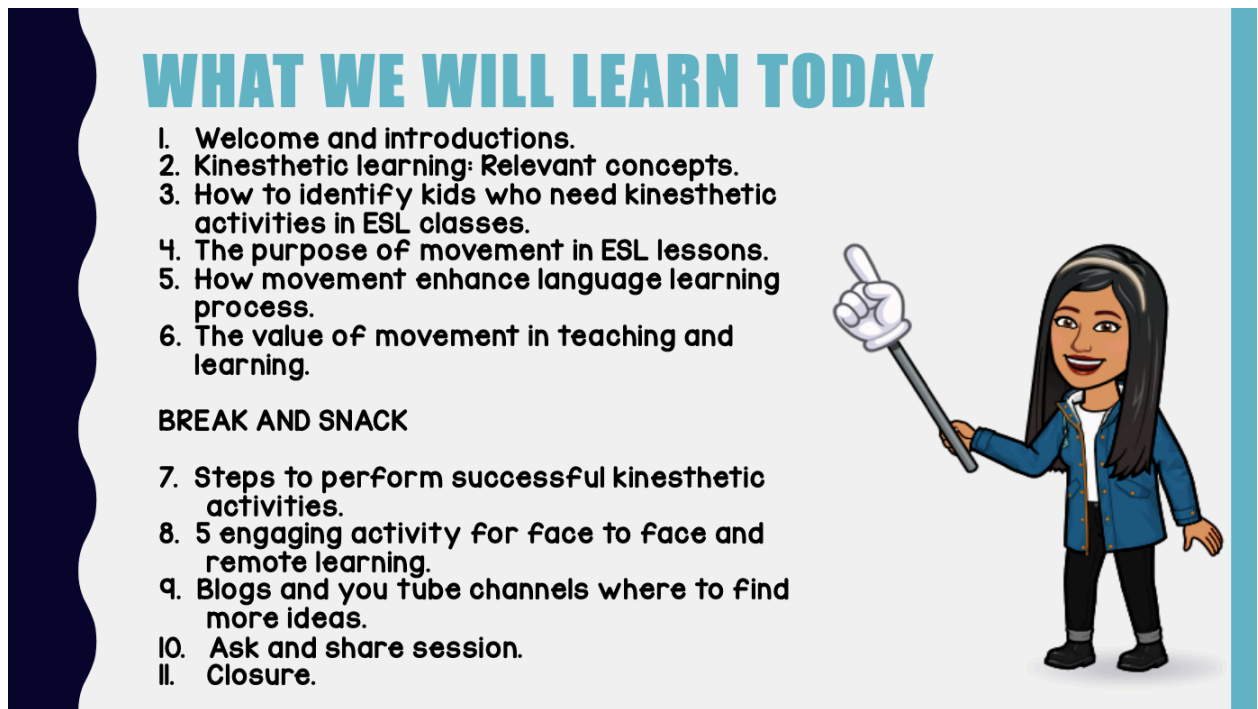
students experiment through kinesthetic activities that can help them love learning a second language.

Appendix

Appendix A: Slides



Slide # 1



Slide # 2

BEST LESSON EVER!

**Let's remember what is the most memorable lesson you had!
What do you think made it so special? Is there body
movement involved?**



Slide # 3

“All of the most basic facts about the world are first discovered through physical means. As the brain matures, facts are abstracted and related to other concepts. Although the ability to abstract a concept and make complex connections between concepts are considered to be signatures of a mature mind, humans learn best by doing something concrete first, and then abstracting to more general concepts”

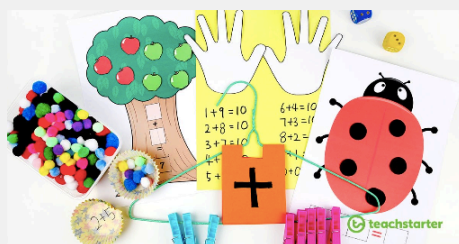
Jean Piaget



Slide # 4

“Kinesthetic learners are most successful when totally engaged with a learning activity. They acquire information fastest when participating in a science lab, drama presentation, skit, field trip, dance, or other active activity. Because of the high numbers of kinesthetic learners, education is shifting toward a more hands-on approach; manipulatives and other ‘props’ are incorporated into almost every school subject, from physical education to language arts. Hands-on teaching techniques are gaining recognition because they address the challenging needs of kinesthetic learners, as well as the diverse needs of auditory and visual learners.”

Feldman and McPhee



Slide # 5

KIDS WHO NEED KINESTHETIC ACTIVITIES

Have you had a kid like this?



Sit comfortable, slouching or fidgeting. Leans back in chair or taps pencil.

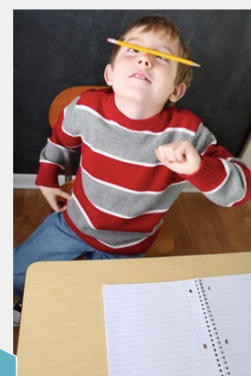
Distracted by comfort variations such temperature, light or movement.

Enjoy taking things apart and putting them back together again, working on projects.

Don't like to read manuals but rather like to "figure it out"

Act out what they are learning.

Accesses memories by recreating the movements associated with those memories.



Slide # 6

THE PURPOSES OF MOVEMENT IN ESL LESSONS

Prepare
the
brain

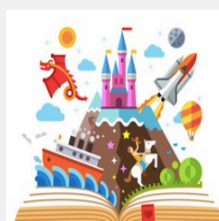
Provide
brain
breaks

Support
exercise
and
fitness

Develop
class
cohesion

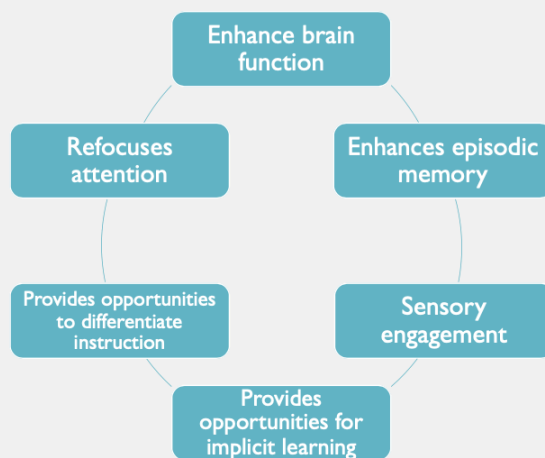
Review
Class
content

Teach
content



Slide # 7

WHY DOES MOVEMENT ENHANCE THE LEARNING PROCESS?



Slide # 8

THE VALUE OF MOVEMENT IN TEACHING AND LEARNING



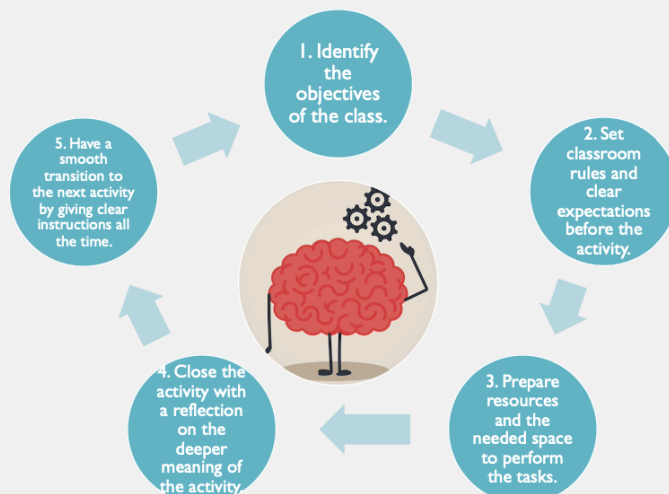
The Kinesthetic Classroom: Teaching and Learning through Movement | Michael Kuczala | TEDxAshburn

Slide # 9



Slide # 10

INGREDIENTS FOR A SUCCESSFUL KINESTHETIC ACTIVITY.



I LEARN BY:

DOING 
 READING 



Slide # 11



Slide # 12

FACE TO
FACE
LESSONS

LETTER REVERSAL



In the early stages of literacy is very common for kids to write letters backward or upside down and kinesthetic activities are great to help children identify the difference between the letters.

Example activities:

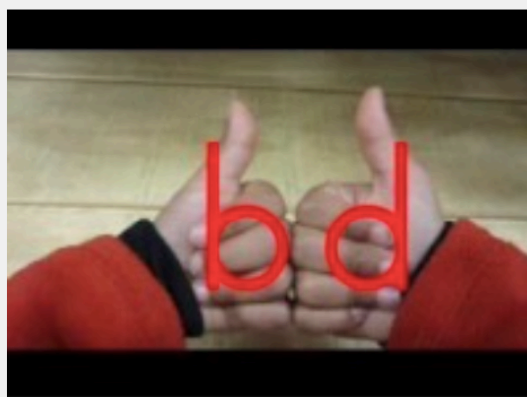
- Do fingerplays or stories with letters.
 - Sing and dance songs.
 - Practice letter tracing using different sensory materials like sand, shaving cream, sticks, pudding, etc.
 - Play "Simon says".
- Make whole-body letters

Slide # 13

FACE TO
FACE/
REMOTE
LESSONS

LETTER REVERSAL

The "B-D"
song



<https://www.youtube.com/watch?v=cGTFB54WodQ>

Slide # 14

FACE TO
FACE/
REMOTE
LESSONS

LETTER REVERSAL

Fingerplay
with hand
tattoos



<https://www.youtube.com/watch?v=FI19OfcgAMg>

Slide # 15

FACE TO
FACE/
REMOTE
LESSONS

LETTER REVERSAL

Song "Alpha
groove":
Stand up
and dance!



<https://www.gonoodle.com/videos/zXNB4X/alpha-groove>

Slide # 16

ROLE PLAYS



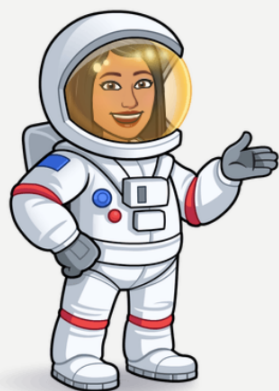
Roleplay is a good strategy to have students experience and live language by themselves! It promotes the development of confidence, fluency, and lets children use language in a real-world situation that helps them understand the importance of a second language and the need for new vocabulary.

Example activities:

- Performance of dialogues in different places: "In the restaurant" "In the post office" "In the airport" etc.
- Personal presentations with profession's role plays: teacher, doctor, fireman, policeman.
- Perform plays and dramas.

Slide #17

ROLE PLAYS



<https://www.youtube.com/watch?v=IHKdEwc5Omw>

Slide #18

FACE TO FACE LESSONS

CHARADES

Animals around the world:
Observe and guess!




<https://www.youtube.com/watch?v=ahpzYANlAfQ>

Slide # 21

FACE TO FACE/ REMOTE LESSONS

CHARADES

Imitate the sound that object makes and guess!




https://www.youtube.com/watch?v=kAMrjD6_qOk

Slide # 22



FACE TO
FACE/
REMOTE
LESSONS

CHARADES

Look at the
emojis and
guess what
is the
compound
words!



GUESS THE WORD

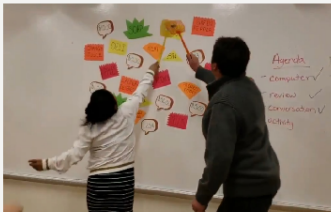

+


<https://www.youtube.com/watch?v=vyYg9kqOLpg>

Slide # 23

FACE TO
FACE
LESSONS

FLYSWATTER GAME



Flyswatter game is the strategy that gives teachers the perfect opportunity to teach and review vocabulary. Students got easily engaged in this activity while they learn new vocabulary words.

How to play?

- Display some vocabulary words on board, divide the class into teams and give hints to students to have them guess the word. The first student who hit the word gets a point for their team.
- Variants:
 - Use flashcards with only pictures, say the word, and have students match it with the words spoken.
 - Place picture flashcards on the floor, use bin bags or balls, and have students throw them on the correct word.
 - Place picture flashcards on the playground and have students race to bring the correct flashcard

Slide # 24

FACE TO
FACE
LESSONS

FLYSWATTER GAME

Listen and
hit the
right
word!



<https://www.youtube.com/watch?v=DaOvHhzB7LM>

Slide # 25

FACE TO
FACE
LESSONS

FLYSWATTER GAME

Listen,
grab and
bring the
object
named!



<https://www.youtube.com/watch?v=9ILNorePKDg>

Slide # 26

FACE TO
FACE/
REMOTE
LESSONS

PASS THE BALL



- "Pass the ball" is the perfect activity to warm up or wrap up the lesson of the day, just get a ball, softly pass it to a student and throw the first question to him. Have this student choose who will be the next participant and have kids practice asking and answering a question to their peers while they use Second language in an engaging activity.

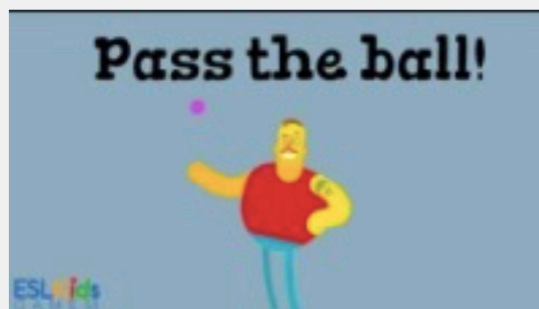
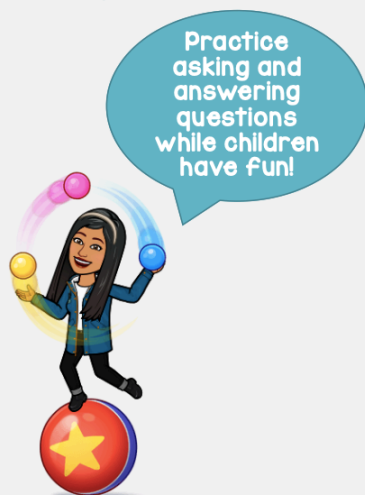
Variants and recommendations:

- Play "pass the ball" indoors or outdoors.
- Teacher can make all the questions or have students think in the next question and choose the person they want to answer it.
- Always model answers and prepare prompts to help students who may need help answering questions.

Slide # 27

FACE TO
FACE
LESSONS

PASS THE BALL



<https://www.youtube.com/watch?v=XiGMBjGHmcl>


Slide # 28

REMOTE LESSONS


PASS THE BALL

Use an online name wheel to pick who is the next student

FINAL ANSWER?



Picker Wheel
Help you to make a random decision



INPUTS 33

Input text here...

Jenifer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jazlyn	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jac'lon	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Noah W.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Javontae	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Noah B.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Catherine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jacinda	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Christian	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Slide # 29

MORE ACTIVITIES AND PLACES WHERE TO FIND THEM:

Blogs:

WEARETEACHERS
<https://www.wearateachers.com/kinesthetic-reading-activities/>

ALL ABOUT LEARNING PRESS
<https://blog.allaboutlearningpress.com/kinesthetic-learning/>

HE'S EXTRAORDINARY
<https://hes-extraordinary.com/kinesthetic-learning-activities>

TEFL AND TESOL TRAININGS
<https://www.teflcourse.net/blog/8-classroom-activities-that-are-great-for-kinesthetic-learners/>

LEARNING ABLED KIDS
https://learningabledkids.com/multi_sensory_training/page24-kinesthetic2.htm

ROBOTEL
<https://blogrobotel.com/kinesthetic-or-hands-on-activities-for-esl/efl-classrooms>



Slide # 30

MORE ACTIVITIES AND PLACES WHERE TO FIND THEM:

YOUTUBE CHANNELS:

LINGUIST: LANGUAGE SCHOOL FOR KIDS

<https://www.youtube.com/watch?v=pzX1j3h7X4k>

ANDY - THE ESL GUY

<https://www.youtube.com/watch?v=7969UOj4c&t=74s>

ESL KIDS GAMES

<https://www.youtube.com/watch?v=XIGMBjGHmcl>

ENGLISH TEACHING GAMES

<https://www.youtube.com/watch?v=XzzVfP83b0>

MIKE'S HOME ESL

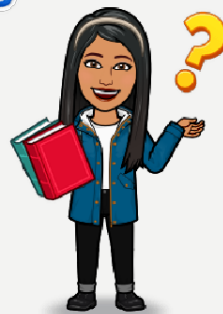
<https://www.youtube.com/watch?v=kH21CtdpgXM>



Slide # 31

QUESTIONS, SUGGESTIONS AND GOOD IDEAS TO SHARE

Any Questions?



Slide # 32

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